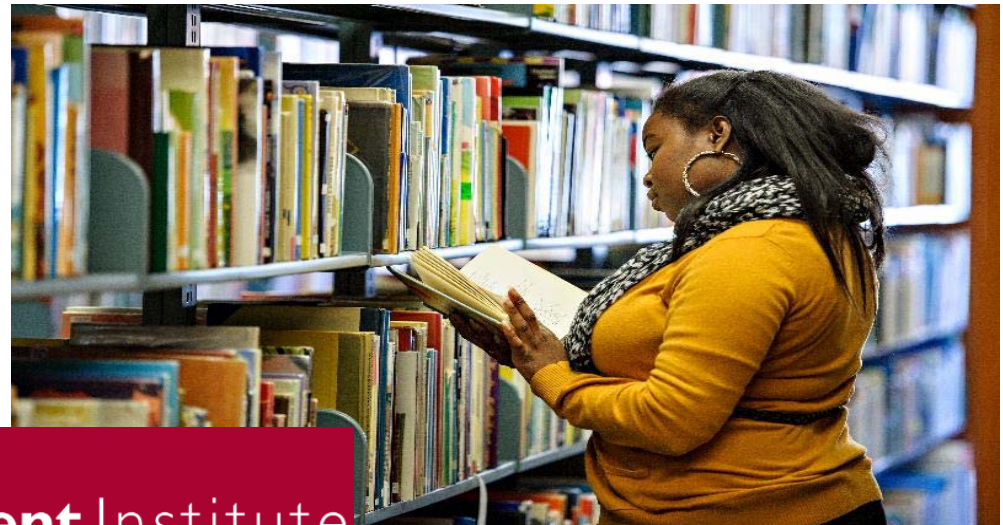


# Assessing for Diversity: Evidence from NSSE's Inclusiveness and Engagement with Cultural Diversity and Global Learning Modules

Jillian Kinzie and Alexander McCormick, NSSE  
Indiana University Bloomington



2018  
**Assessment** Institute  
in Indianapolis

# Our Plan Today

- Think about inclusive excellence
- Introduce 2 NSSE modules:
  - Inclusiveness and Engagement with Cultural Diversity
  - Global Learning
- Share some findings related to 3 themes:
  - Perception of Institutional Emphasis
  - Coursework Focus
  - Co-curricular Experiences
- Explore how schools are using results





# Inclusive Excellence

A photograph of a diverse group of students in a classroom or lecture hall. In the foreground, a young man with short dark hair, wearing a red t-shirt, is looking towards the right. To his left, a young woman with dark hair and glasses is looking down. In the background, other students are visible, some looking towards the camera and others looking away. The overall atmosphere is one of a busy, engaged learning environment.

**Higher education must actively address diversity, inclusion, and equity as critical to the well-being of democratic culture**

# ASSESSING INCLUSIVE EXCELLENCE

How much does our college emphasize global learning?

Does coursework provide opportunities for students to explore issues of global learning?

YOUR CAMPUS  
QUESTION ABOUT  
INCLUSIVE  
EXCELLENCE

Are we fostering and deeper engagement with diversity in and out of the classroom?

Do students feel support for various forms of diversity? For their personal identity?



# Using NSSE to Assess Inclusiveness & Engagement with Cultural Diversity & Global Learning

71° 10:48 0% Complete

During the current school year, about how often have you done the following?

Asked questions or contributed to course discussions in other ways

Very often ☐ Often ☐ Sometimes ☐ Never ☐

Prepared two or more drafts of a paper or assignment before turning it in

Very often ☐ Often ☐ Sometimes ☐ Never ☐

Come to class without completing readings or assignments

Very often ☐ Often ☐ Sometimes ☐ Never ☐



# NSSE Topical Modules

- 
- A photograph of two students, a man and a woman, sitting at a table in a library. The man is wearing a blue shirt and is looking at a laptop. The woman is wearing a grey sweater and is looking at an open book. There are several books on the table and shelves in the background.
- ☐ Academic Advising
  - ☐ Experiences with Writing
  - ☐ First-Year Experience/  
Senior Transitions
  - ☐ Development of  
Transferable Skills
  - ☐ Civic Engagement
  - ☐ Inclusiveness and  
Engagement with Cultural  
Diversity
  - ☐ Learning with Technology
  - ☐ Experiences with  
Information Literacy
  - ☐ Global Learning

# NSSE Inclusiveness And Engagement With Cultural Diversity Module



- Builds on Discussion with Diverse Others and diverse experience items on NSSE core
- More focused examination of course and institutional emphasis



## Topical Module: Inclusiveness and Engagement with Cultural Diversity (Experimental Version)

*This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. The module replaces the former Experiences with Diverse Perspectives module. [Similar FSSE set available.]*

### 1. During the current school year, how much has your coursework emphasized the following?

	Very much	Quite a bit	Some	Very little
a. Developing the skills necessary to work effectively with people from various backgrounds				
b. Recognizing your own cultural norms and biases	0	0	0	0
c. Sharing your own perspectives and experiences	0	0	0	0
d. Exploring your own background through projects, assignments, or programs	0	0	0	0
e. Learning about other cultures	0	0	0	0
f. Discussing issues of equity or privilege	0	0	0	0
g. Respecting the expression of diverse ideas	0	0	0	0

### 2. How much does your institution emphasize the following?

	Very much	Quite a bit	Some	Very little
a. Demonstrating a commitment to diversity				
b. Providing students with the resources needed for success in a multicultural world	0	0	0	0
c. Creating an overall sense of community among students	0	0	0	0
d. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)	0	0	0	0
e. Providing information about anti-discrimination and harassment policies	0	0	0	0
f. Taking allegations of discrimination or harassment seriously	0	0	0	0
g. Helping students develop the skills to confront discrimination and harassment	0	0	0	0

### 3. How much does your institution provide a supportive environment for the following forms of diversity?

	Very much	Quite a bit	Some	Very little
a. Racial/ethnic identity				
b. Gender identity	0	0	0	0
c. Economic background	0	0	0	0
d. Political affiliation	0	0	0	0





## NSSE Inclusiveness And Engagement With Cultural Diversity Module

- New in 2017
- 230 institutions (2017, 2018)
- 54,000 FY and 72,000 Seniors
- Added co-curricular and sense of belonging items in 2018





# NSSE Global Learning Module

- How much the institution emphasizes courses that focus on global and international topics
- How much coursework has encouraged development of skills for interacting with those from different world cultures, nationalities, and religions
- How much students discussed international/global topics or issues with others
- NSSE core survey question about study abroad

**NSSE**  
national survey of  
student engagement

**Topical Module: Global Learning**

NSSE's Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, respect for religions, and other international topics. The module is appended to and complements items on the core NSSE questionnaire about students' experiences concerning the American Campus' on Education's 2006 efforts of the Mapping Internationalization in Study Abroad. It is designed to Global Learning module replaces the current Global Perspectives module.

1. How much does your institution emphasize the following?

	very much	quite a bit	some	very little
a. Providing courses that focus on global and international topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Providing activities and experiences (speakers, movies) that focus on global and international topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Which of the following have you done or do you plan to do before you graduate?

	never or almost never	sometimes	often or almost always	never or almost never
a. Complete a course that focuses on global trends or issues (human rights, international relations, world health, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Complete a course that focuses on perspectives, issues, or events from other countries or regions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Complete a course that focuses on religions or cultural groups other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. During the current school year, how much has your coursework encouraged you to do the following?

	very much	quite a bit	some	very little
a. Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. During the current school year, about how often have you done the following?

	very often	often	sometimes	never or almost never
a. Discussed international or global topics and issues with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Talked about international opportunities (study abroad, international knowledge, Model UN, field study or research abroad, etc.) with a faculty member or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Attended events or activities that promoted the understanding of different world cultures, nationalities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked on out-of-class activities (campus events, competitions, student groups, etc.) with an international or global focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Participated in a program that pairs domestic and international students (language partners, buddy program, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5a. During the current school year, have you looked for information about global education programs and opportunities (study abroad, international internships, international field studies or research, volunteering abroad, etc.)?

☐ Yes  
☐ No

(only if "Yes")

5b. Which of the following were your sources of information? (Select all that apply.)

☐ Study abroad or international studies office  
☐ Academic/academic department office  
☐ Career office  
☐ Academic advisor



## NSSE Global Learning:

**Institutional Emphasis (1 a,b)**

**Global Course-Focus (2 a-c; 3 a,b)**

**Global Engagement (4 a-e; 5 a,b)**

**Global Gains (6 a-f)**

**Study Abroad (core survey 11d)**

- **New in 2016**
- **175+ institutions**
- **Collaboration with ACE Internationalization Efforts**





## A MOMENT OF REFLECTION...

- Take a look at the module items. Do they inquire about issues of concern on your campus? If so, what?
- What approaches have you used to assess these topics?

# What do we Know About Institutional Emphasis on Inclusiveness & Global Learning?





## Institutional Emphasis: Commitment To Diversity

What % of first-year students report their institution substantially (very much + quite a bit) demonstrates a commitment to diversity?

a. 42%

b. 55%

c. 72%

d. 80 %

**c. 72%**

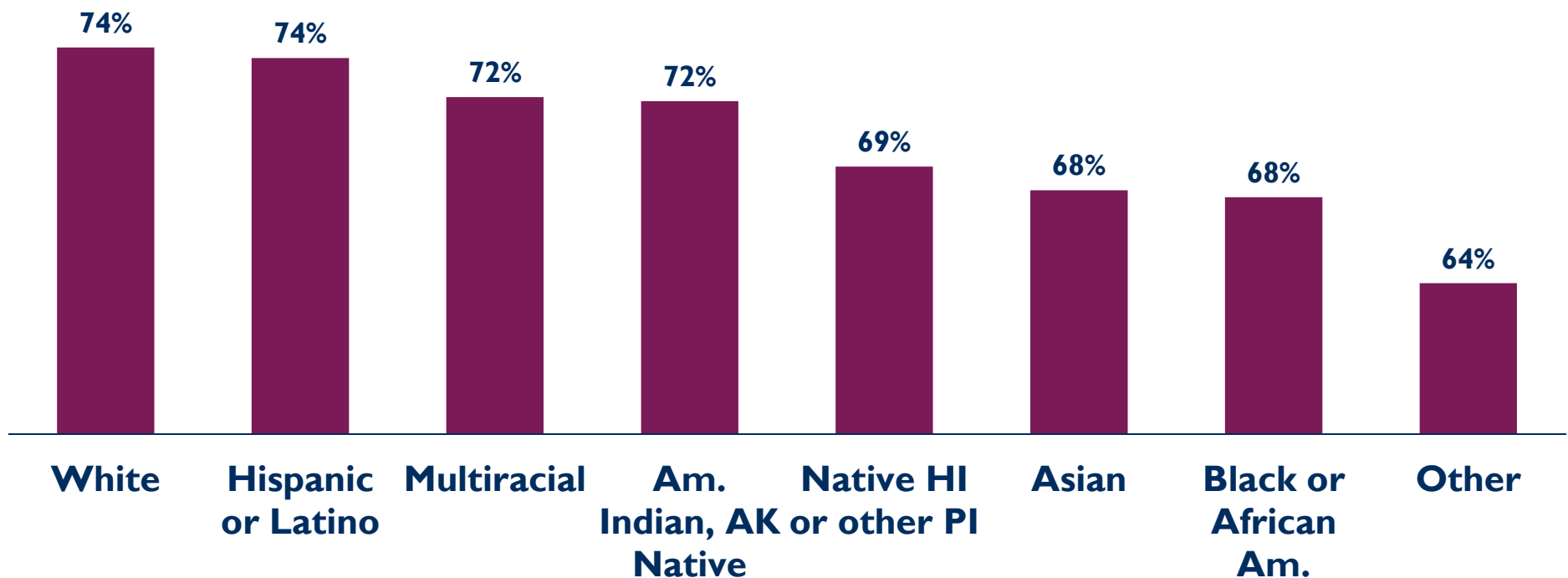






## Institution Emphasis: First-year Students By Racial/Ethnic Identification

Ensuring that you are not stigmatized because of your identity  
(#2d) (% very much + quite a bit)





## Institutional Emphasis: Commitment To Diversity & Community

Among seniors...

(% Very much + Quite a bit)

**60%**

Institution is providing students **resources** needed for success in a multicultural world

**55%**

Institution is helping students develop **skills** to confront discrimination and harassment



## Institutional Emphasis on Global Learning

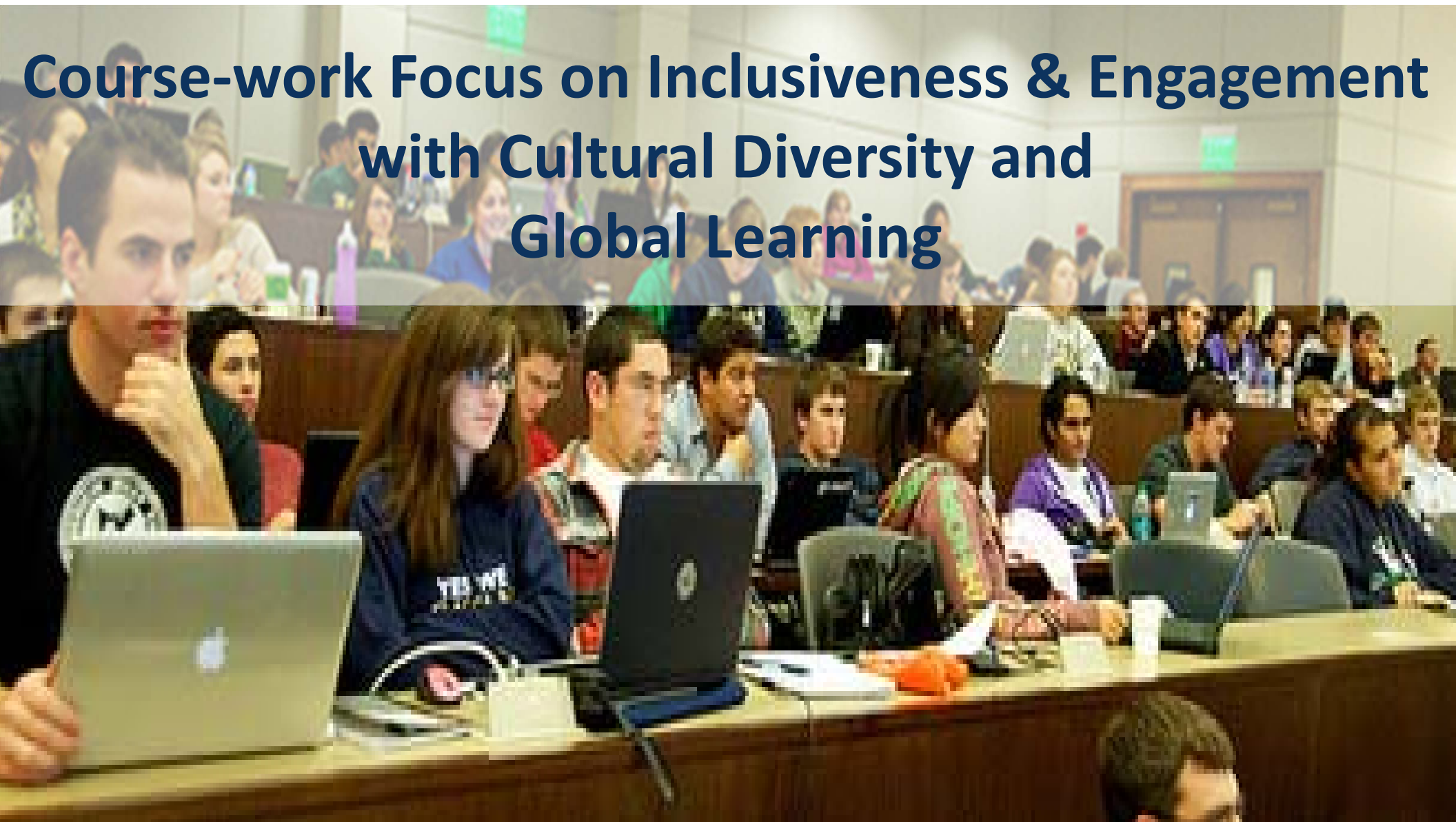
61%

FY students perceive substantial emphasis on global activities, less (54%) on courses

50%

Seniors perceive substantial emphasis on global topic courses and activities and events



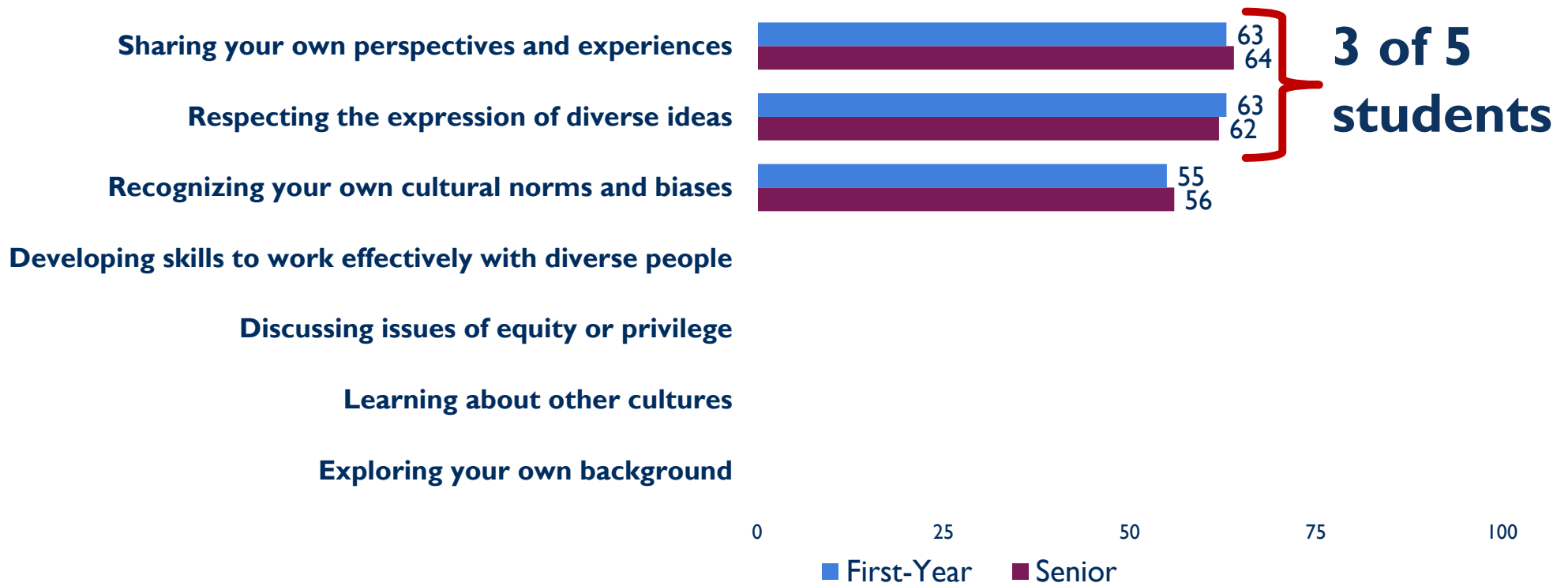


**Course-work Focus on Inclusiveness & Engagement  
with Cultural Diversity and  
Global Learning**



# Inclusive & Culturally Engaging Course Emphasis

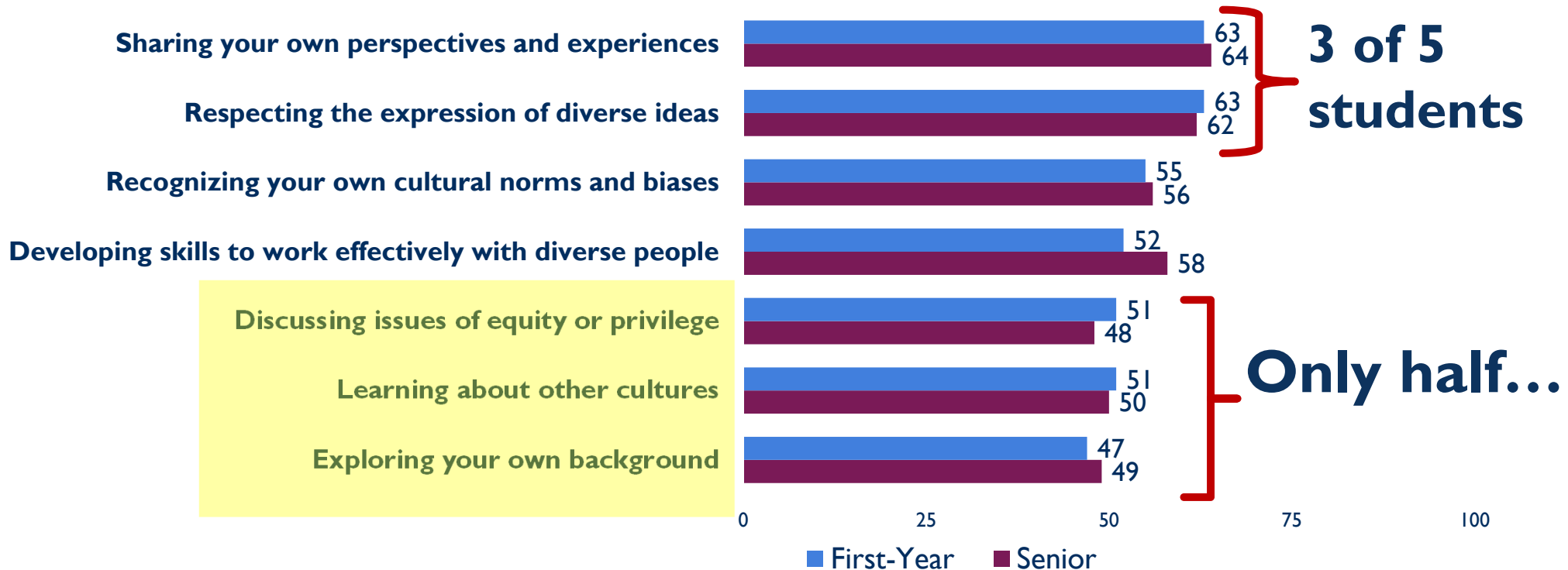
Percentage of Substantial (Very much or Quite a bit) Course Emphasis on Inclusive and Culturally Engaging Activities





# Inclusive & Culturally Engaging Course Emphasis

Percentage of Substantial (Very much or Quite a bit) Course Emphasis on Inclusive and Culturally Engaging Activities

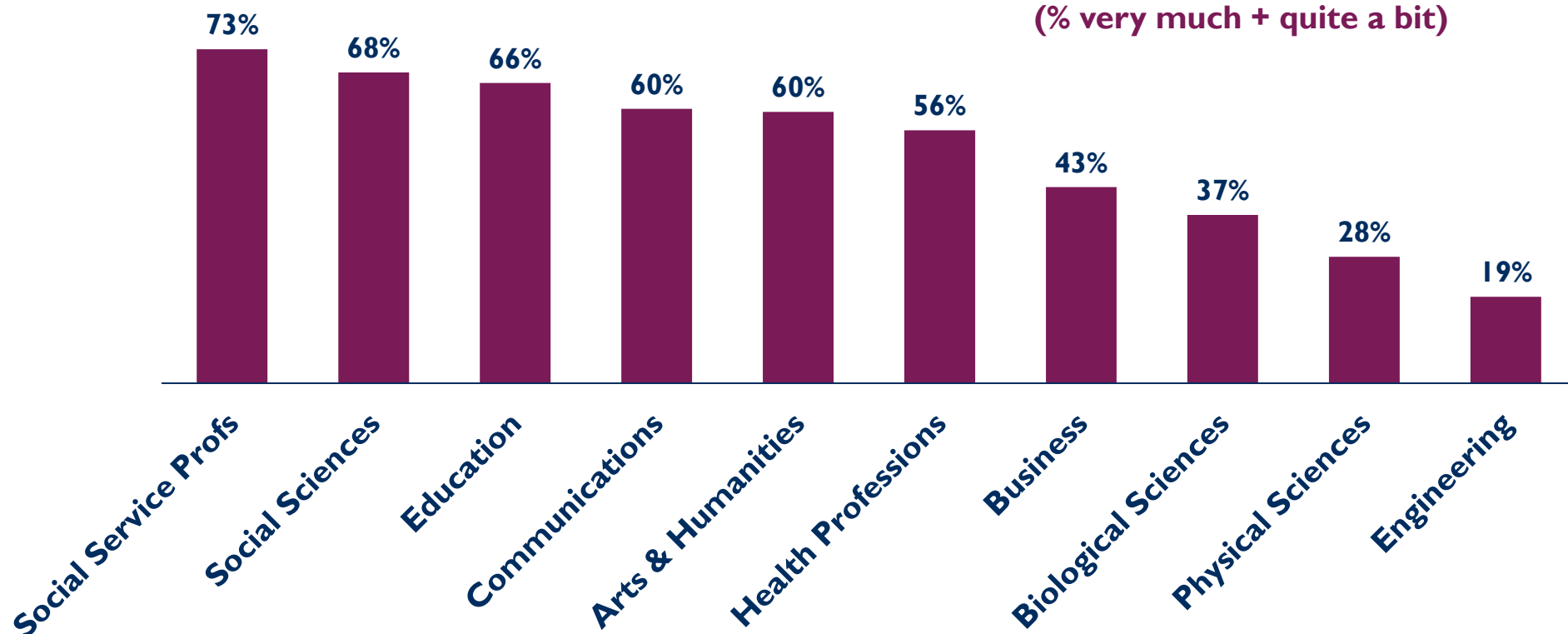




# Senior ICD Coursework By Major

Discussing issues of equity or privilege #If

(% very much + quite a bit)





# Relationship Between Inclusive & Diversity Courses Activities and Engagement

High Level of Inclusive-  
Focused Courses



1. Higher-order learning
2. Reflective & integrative learning
3. Quality of interactions with others
4. Favorable perceptions of institutional support
5. Institutional contributions to gains understanding people of other backgrounds
6. Being an informed and active citizen





# Global Course-Focus

**30% First-Years**

plan to complete a course that focuses on global trends, or perspectives from other countries, religions or cultural groups

**50% seniors**

completed global-focused course





# Study Abroad



**40%** FY students:  
“plan to do” study abroad

**13%** Seniors have  
“done” study abroad



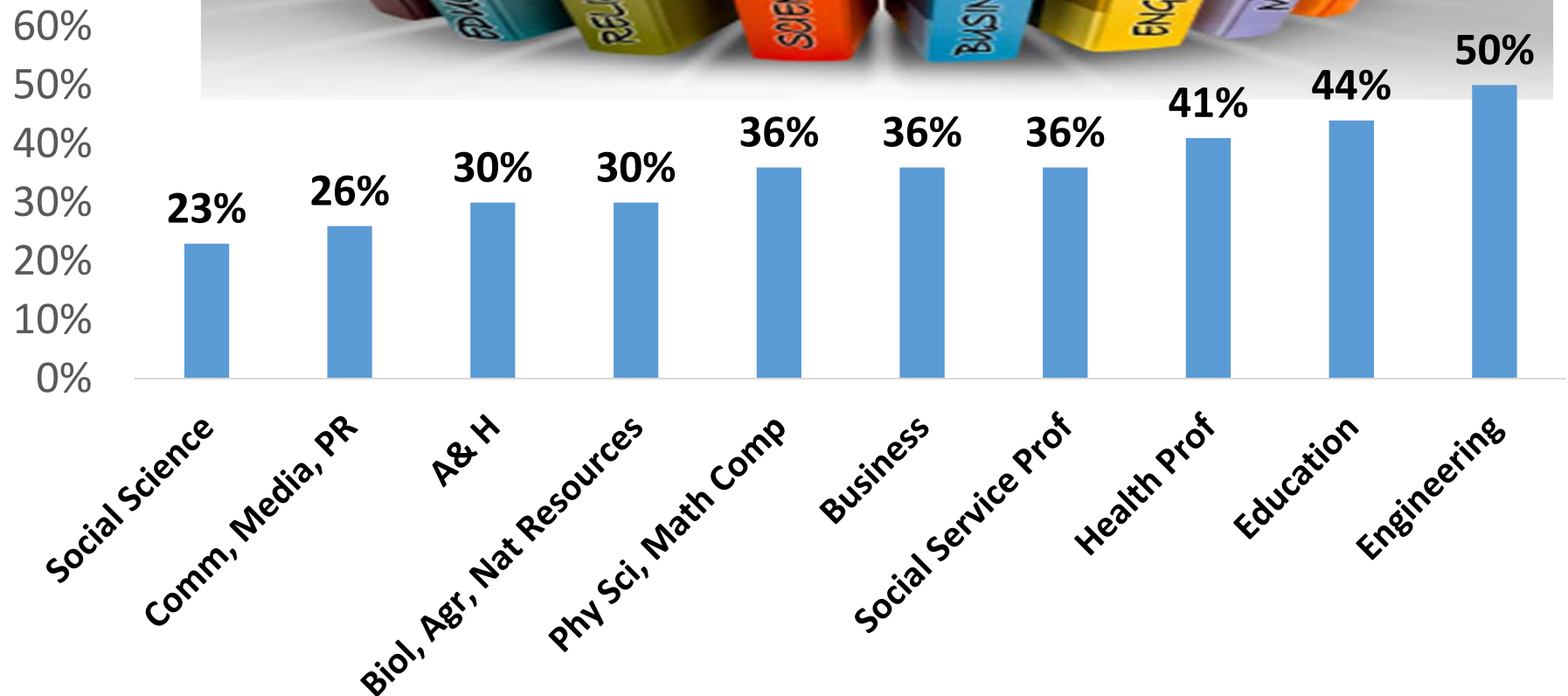
# Global Learning Course Focus and Study Abroad



**Strong global learning course focus nearly = to study abroad in terms of contributing to gains**



# Global Learning Focus by Discipline: % Seniors “No” Global Learning Course Focus



**NO** Global Learning focus courses completed





# Co-Curricular Activities: Inclusiveness & Engagement with Diversity and Global Learning





## Co-Curricular Activities: ICD

What % of first-year students frequently (often + very often) attended events, activities, or presentations that reflect an appreciation for diverse groups of people?

a. 40%

b. 48%

c. 53%

d. 60%



**a. 40%**





## How often did first-year students do other sort of activities?

- Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)
- Participated in a diversity-related club or organization
- Participated in a demonstration for a diversity-related cause (rally, protest, etc.)

Quite a bit  
Less...

25%

20%

13%

“Very often  
+ often”





# Global Engagement Activities



## Most frequent activities:

- Discussing international issues,
- Talked about intn'l opportunities

## Least frequent activities:

- Worked on out-of-class activities (events, committees) with intn'l or global focus
- participated in a program pairing domestic & intn'l students





# Global Learning and Global Gains



# Global Gains

**RANK**

- A. Being informed about current international & global issues**
- B. Speaking a second language**
- C. Seeking international or global opportunities out of your comfort zone**
- D. Understanding how your actions affect global communities**
- E. Preparing for life and work in an increasingly globalized era**
- F. Encouraging your sense of global responsibility**

**1\***

**6**

**5**

**4**

**3**

**1\***





## Relationship To Global Gains

### Global Engagement

(5 items: discussing global topics; talked about international opportunities; attended global events; out-of-class global focus; program pairing domestic \intn'l students)

### Institutional Emphasis

(2 items: courses and activities emphasizing global)

**.64**

### Global Gains

(6 items: informed on global issues; second lang; seek opp out of comfort zone; understand actions in global communities; prep for life in global era; encourage global responsibility)

A wide-angle photograph of a university campus. In the foreground, a large group of students is walking along a wide, light-colored paved path that curves through a green lawn. The students are dressed in casual attire, and their shadows are cast on the path. In the background, there are several large, mature trees with green and some autumn-colored leaves. A multi-story brick building is visible behind the trees. The sky is blue with some white clouds. A semi-transparent dark blue banner is overlaid across the middle of the image, containing white text.

# **What are Institutions Doing with Inclusiveness and Engagement with Cultural Diversity and Global Learning Results?**



# INSTITUTION USES OF ICD RESULTS



- Using results as a baseline to assess the impact of newly instituted core curriculum changes and new diversity and inclusion plan
- Organizing a faculty data action team to review and make recommendations based on NSSE & FSSE data including ICD Topical Module
- Sharing results with President's Council for Diversity to make recommendations



# INSTITUTION USES OF ICD RESULTS



- Looking at ICD module data in relation to campus climate study
- Using ICD module to inform campus climate survey development
- Link NSSE & ICD data with SIS data to analyze impacts of students' perceptions of institution's emphasis on diversity & supportive environment on success rates (e.g. academic standing, retention)
- Sharing results with faculty, administration, and broader audience at national conference





# INSTITUTION USES OF GLOBAL RESULTS



- Gen Ed Assessment Committee using data as indirect, paired with direct measures
- Evaluate progress on QEP on global citizenship
- Provided context and pre-assessment in preparation for college's globalization report that identifies strategies for globalizing campus
- Results used to encourage globalization of curriculum – for example, when developing new environmental science major





**What Are Your Thoughts about the state of Inclusive Excellence in higher education?**



**What Questions Do You Have About Assessing And Addressing Inclusiveness & Cultural Diversity & Global Learning?**





# THANK YOU!

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